DOCUMENT RESUME

ED 076 791 VT 020 148

AUTHOR	Helton, Louise B.
TITLE	Training Paraprofessionals for the Deaf. The Planning and Developing of a Training Program to Provide Increased Services to the Deaf in Occupational Development.
INSTITUTION	Dallas County Community Coll. District, Tex.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE	73
NOTE	112p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Associate Degrees; Certification; Community Colleges; Course Descriptions; *Curriculum Development; *Deaf Education; *Paraprofessional School Personnel; *Pilot Projects; Program Development; Special Services; State Aid; *Teacher Aides; Technical Education
IDENTIFIERS	Texas

ABSTRACT

To serve a population that had not been served in the past, the deaf of the North Texas area, a task force comprised of Dallas County Community College District personnel and interested community leaders recommended the establishment of a training program for technicians to train deaf students for suitable employment and to provide for their academic education. This report covers the grant phase of the pilot project. Training additional paraprofessionals to work with the deaf was given first priority and a proposed program for this training was developed. The curriculum pattern includes clusters of basic courses in both the 1-year certificate program and the 2-year associate degree program, both of which are outlined in the report. As this project was the first of its kind in the nation, an initial evaluation program was formulated to include plans for program modifications as the project progressed. The teacher aide training program has become a part of the curriculum in the Division of Developmental Studies among the vocational/technical programs of the College. Continuing program developments and possible revisions are intended to be reported in the future. (MF)

FILMED FROM BEST AVAILABLE COPY

ED 076791

Training Paraprofessionals For The Deaf

The Planning and Developing of a Training Program To Provide Increased Services To the Deaf in Occupational Development

Developed by the
Dallas County Community College District
Dallas, Texas
and
Funded Through a Grant From
The Division of Vocational Research and Development
Department of Occupational and Technical Education
Texas Education Agency
Austin, Texas

VT020 648

ED 076791

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

TRAINING PARAPROFESSIONALS FOR THE DEAF

The Planning and Developing of a Training Program To Provide Increased Services To the Deaf in Occupational Development

Developed by

The Dallas County Community College District

and

Initiated Through a Grant From

The Division of Occupational Research and Development
Department of Occupational and Technical Education,
Texas Education Agency
Austin, Texas

by

Louise B. Helton,
Project Director

1973

TABLE OF CONTENTS

CHAPTER I

BACKGROUND OF PROJECT . . . . . Page 1

CHAPTER II

PLANNING A PROGRAM TO TRAIN PARAPROFESSIONALS TO SERVE THE DEAF . . . . . Page 2

CHAPTER III

TRAINING PARAPROFESSIONALS TO SERVE THE DEAF: A PROPOSED PROGRAM . . . . . .Page 36

CHAPTER IV

TRAINING PARAPROFESSIONALS FOR THE DEAF: PROGRAM IMPLEMENTATION . . . . . .Page 60

CHAPTER V

DEAF STUDENTS AT EASTFIELD . . . . . Page 73

CHAPTER VI

ROLE OF THE ADVISORY COMMITTEE . . . . . Page 92

CHAPTER VII

PROGRAM EVALUATION . . . . . Page 96

CHAPTER VIII

FUTURE DIRECTIONS . . . . . Page 101

ACKNOWLEDGEMENT

We wish to express our appreciation to those many individuals whose combined efforts have made the planning and development of this program both possible and successful. We especially want to thank the members of our Advisory Committee. We wish to express deep appreciation to Ray Barber and Oscar Millican of the Division of Occupational Research and Development, Texas Education Agency, whose commitment to innovation in education provided the impetus for the successful initiation of this new training program.

INTRODUCTION

This is a report of a pilot project undertaken to provide needed services for the deaf. It is new; it is broad in scope; it is based on a recognition of past failures to provide help in overcoming the effects of one of man's severest handicaps -- deafness.

The deaf, because of their inability to develop language and communication skills normally, are significantly handicapped in their ability to utilize educational and training opportunities. The need for additional knowledge and services to provide enlargement and enrichment of their training has been recognized, spoken of, and written about, but to date little has been done to provide such services.

This report is one of the joint commitment shared by the Dallas County Community College District and the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, to work towards determination of priorities of vital unmet needs and to devise methods of fulfilling them. This commitment includes a sharing of the knowledge that deafness, truly "the hidden

handicap", has led to general inability to achieve the inborn potential of the deaf in most areas of development. The two foremost spectres of the deaf have been and still are under-education and under-employment. This is a report of a project designed to help the deaf achieve training and vocational levels more commensurate with their abilities.

CHAPTER I

BACKGROUND OF PROJECT

The Dallas County Community College District is committed to providing services to enable each individual student to discover and improve his own special aptitudes, abilities, and skills, and to provide a diversified program of services that meets the needs of the community. When a recognition of the magnitude of the problems of the deaf was achieved, an investigation was undertaken to determine how the District could fulfill its service commitment to include the deaf.

The Dallas County Community College District also has a commitment toward innovation and experimentation in educational planning that is believed appropriate to provision of educational programs that meet special needs.

The third commitment of the District calls for the development of training programs that meet proven needs for such training within the community. This project was first undertaken in response to a question

whether the Dallas County Community College District had an obligation to a population that had not been served in the past -- the deaf of the North Texas area.

INITIAL STUDY

In the Spring of 1970, discussions were begun at top administrative levels by Dallas County Community College District personnel and interested community leaders regarding the needs of the deaf and the means by which those needs could be met through the Community College District.

In June of that year, a Task Force of people from throughout Texas who are deeply interested in the deaf met at the Dallas County Community College District at the invitation of the District to help find answers to two questions:

1. If there a role in the training of the deaf which a community college, specifically the Dallas County Community College District, can play?
2. If so, what is that role?

Included in the membership of the Task Force were:

Mr. Carl Brininstool, President, Texas Association for the Deaf, 1725 Deerfield Drive, Austin, Texas 78741.

Mr. Terry O'Rourke, National Association for the Deaf, 905 Bonifant, Silver Springs, Maryland 20910.

Mrs. Elizabeth Carlton, Director, Adult Deaf Services, Callier Hearing and Speech Center, 1966 Inwood Road, Dallas, Texas 75235.

Mr. Bert Poss, Texas Rehabilitation Commission, 408 Medical Park Tower, 1301 West 38th Street, Austin, Texas 78705.

Mr. Billy Collins, President, Dallas Silent Club, 3065 Albany Drive, Mesquite, Texas 75149.

Mr. Tom Roberts, Olan Mills, Inc., P.O. Box 6154, Dallas, Texas 75222.

Mr. Dean Cunningham, Administrative Assistant, State School for Deaf, 1102 South Congress, Austin, Texas 78704.

Mr. Bob Slaymaker, Texas Employment Commission, 1507 Pacific, Dallas, Texas 75201.

Mr. A. W. Douglas, Superintendent, State School for the Deaf, 1102 South Congress, Austin, Texas 78704.

Mr. Jim Smith, Texas Instruments, 13500 North Central Expressway, Mail Station 997, Dallas, Texas 75231.

Mr. Ray Duncan, Collins Radio Company, 1200 North Alma Road, Mail Station 401-135, Richardson, Texas 75080.

Mr. Jim Scoggins, Member, Board of Trustees, Dallas County Community College District, 1711 West Irving Blvd., Irving, Texas 75060.

Mr. Joe MacCrander, Meisel Photochrome, P.O. Box 6067, Dallas, Texas 75222.

Mr. Kenneth Boettcher, Vice-Chancellor, Dallas County Community College District, 200 Main Bank Building, Dallas, Texas 75202.

Mr. Larry Nelson, Supervisor, Texas Rehabilitation Commission, 5616 Fannin, 401 National Life Building, Houston, Texas 77004.

Mr. Dexter Betts, Director of Program Development, Dallas County Community College District, 200 Main Bank Building, Dallas, Texas 75202.

Findings and recommendations coming from this Task Force were:

1. Only a few deaf students complete high school with enough academic strength to compete at the college level.

2. Emphasis must be placed on training professional and semi-professional people to work with the deaf students to identify their hearing loss at an early age, and concentrate their training to make it possible for the students to succeed in school and continue on to college.

3. The Dallas County Community College District should approach its training responsibility for the deaf in three phases:

   a. Establish a training program for the technicians who work with the deaf students. There is no such school anywhere in the Southwest.

   b. Train the deaf students in areas of technology where deafness would not be an unsurmountable factor of employment. These areas of specialty should be chosen where the trainee would not be required to possess a high level of language capability.

c. Provide academic education for the deaf students. This would be feasible after Phase I had given the student language capability to compete at the standard college level.

4. Initial input of students for the Community College's Phase I would come from offspring of deaf parents, or individuals who had had a direct relationship with the deaf. It was felt there are enough of these people in the Dallas-North Texas area to insure satisfactory class size.

5. A professional staff to teach the technicians for the deaf is available in Dallas. (It was pointed out that the students would be trained for a semi-professional teacher aide status with full capabilities of interpretation, as compared with translation only.)

The findings and recommendations of the Task Force were discussed by the Administrative staff of the Dallas County Community College District under the leadership of Dr. Bill J. Priest, Chancellor, and further investigation was authorized.

The next step in the development of a service program included conferences with members of the Division of Occupational Research and Development of the Texas Education Agency for presentation of findings of the Task Force to obtain TEA reactions to the recommendations. Finding agreement from the TEA Division with the premise that training additional personnel to work with the deaf

should have top consideration, a study was then undertaken by Dr. Robert J. Leo, Director of Special Services for the Dallas County Community College District, to determine the feasibility of establishing such a training program.

Questions that were considered during this phase of development included the following:

1. Is there a need for paraprofessionals to work with deaf children and adults in vocational/educational and/or agency settings?
2. What are the needs of teachers currently employed in the vocational training programs and the classrooms in public or private institutions?
3. If a need is established, what should be the role of the paraprofessional?
4. Who are the potential employers of the deaf and consequently what is the employment potential of the deaf?
5. What is the role of the deaf adult as paraprofessionals to work with the other deaf individuals?
6. What is the role of the community college in meeting the needs of the deaf in Dallas County?
7. What kinds of programs are currently in operation to train the paraprofessional to work with the deaf?
8. What kinds of training facilities are available for the paraprofessional?

9. What kind of job placement is available for trained paraprofessionals?

10. Can agencies provide cooperative practical experiences?

11. What paraprofessionals are now involved in occupational situations?

12. What are in-service training facilities in the county?

13. What human resources are available in county?

14. What types of career ladders should be developed?

15. What instructional methods can be employed in teaching paraprofessionals?

16. What are other areas of employment for technicians?

17. How can we coordinate and supervise the provision of professional services, counseling, social work, and student aid?

18. How can a training program provide career mobility?

19. What are the needs of the deaf who are multiply-handicapped? What are the skills needed by the paraprofessional to serve this population?

An analysis of existing programs for the deaf on which to base recommendations for a new training program was undertaken. A study was made of the findings of previous work groups, especially the reports from the President's Committee on the Deaf (widely known as the Babbidge Report) and from the National Conference on

Education of the Deaf at Colorado Springs in 1967.

Excerpts from the Babbidge Report that were considered particularly pertinent to the study included:

1. The American people have no reason to be satisfied with their limited success in educating deaf children and preparing them for full participation in our society.

2. Less than half of the deaf children needing specialized pre-school instruction are receiving it.

3. The average graduate of a public residential school for the deaf -- the closest we have to generally available "high schools" for the deaf -- has an eight grade education.

4. Seniors at Gallaudet College, the nation's only college for the deaf, rank close to the bottom in performance on the Graduate Record Examination.

5. Five-sixths of our deaf adults work in manual jobs, as contrasted to only one-half of our hearing population.

6. This unsatisfactory state of education of the deaf cannot be attributed to any lack of dedication of those who teach and work with the deaf. The basic explanation lies in our failure to launch an aggressive assault on some of the basic problems of language learning of the deaf through experience or well-planned and adequately supported research, and in our failure to develop more systematic and adequate programs for educating the deaf at all levels.

7. Today, the problem of teaching the deaf is further complicated by the fact that a greater

> proportion of our deaf young people were born deaf, or were deafened before language had been acquired, than was the case 25 years ago. But while the problem of teaching the deaf has become more difficult, economic and scientific advances are requiring higher levels of educational preparation of young people entering the world of work.

The report from the National Conference on Education of the Deaf in 1967 focused on needs of the deaf with:

> Although not always immediately evident or explicit, two concerns were as nagging as they were persistent and pervasive. One was the continuing need for qualified personnel with a will to serve deaf people. Indeed, the fate of most recommendations made by the Conference depends on our meeting this need. How to do so in the face of stiff competition from other social problems with equally pressing personnel needs seemed to be the paramount and immediate question of a substantial number of participants. A second concern was the problem of evaluation --- whether it be of curriculum, of a method of communication, teaching or guidance, or of a system of organization and administration. Common sense requires that the effectiveness of any procedure, or change therein, be tested by the most objective investigations we can devise, so that substantive grounds are established for eliminating, amending or modifying our arrangements and practices.
>
> <u>The use of volunteer and sub-professional teacher aides should be considered, and model training programs should be explored</u>.
>
> Several schools and school systems are already using teacher aides successfully. Extending this use may well prove to be a practical way of lessening teacher burdens and relieving the critical shortage of teachers.

Conferences with numerous individuals throughout Texas furnished data regarding the deaf population of the state, programs for the deaf then in operation, and statement of needs of the deaf. These were considered in the order listed.

Population

In spite of the lack of definitive census data, there seems little doubt that the deaf population in Texas numbers at least 10,000. Further estimates indicate that at least 6,000 of these live in the area defined as North Texas. The deaf population of Dallas County alone exceeded 1,500 individuals, and approximately 425 children were enrolled in classes for the deaf in the county.

The current census of the deaf nationally is not complete, but responses to date suggest that the deaf population is significantly larger than previously believed. It would follow, then, that the Texas deaf are greater in number than the figures cited.

Programs

A survey of programs for the deaf found:

Educational programs for the deaf were found in both public and private school facilities as follows:

> Private day schools and classes are located in Dallas, Fort Worth, Houston, Galveston, Corpus Christi, San Antonio and Sherman, with enrollment of approximately 375 children offering pre-school and elementary level education.
>
> Texas School for the Deaf, a residential school, with 750 students enrolled in an educational program extending from kindergarten through grade 12.
>
> Public day schools and classes are located in Abilene, Amarillo, Beaumont, Brownsville, Corpus Christi, Fort Worth, Dallas, El Paso, Houston, Hereford, Laredo, Midland, Port Arthur, San Antonio, Waco, and Wichita Falls. Enrollment is approsimately 2,300, with programs ranging from pre-school through high school.
>
> The only post-secondary program for the deaf was a new project at Lee College in Baytown. Now, Eastfield College has 23 hearing impaired students enrolled and Tarrant County Junior College has nine students with significant hearing problems.

Programs in Education of the deaf at the elementary level are offered at the University of Texas in Austin; Southern Methodist University, Dallas; Texas Woman's University, Denton; and Trinity University, San Antonio.

No indication of a special vocational training program for the deaf has been found nor is there any

data immediately available on the number of deaf enrolled in traditional rehabilitation programs.

A search for other services for the deaf, concentrated in the North Texas area primarily, disclosed the following services:

1. A program of counseling and education for deaf adults at the Callier Hearing and Speech Center.

2. Rehabilitation in a sheltered workshop providing vocational retraining for a limited number of deaf at Dal-WORC.

3. Individual training programs sponsored by the Texas Rehabilitation Commission.

4. The Dallas Council for the Deaf has provided many services for the deaf, such as financial aid to establish deaf education programs and the providing of teletypes in homes for nation-wide communication.

5. Work for the advancement of the deaf in vocational and community life and promotion of legislation in behalf of the deaf to provision of social experiences by the Dallas Association of the Deaf.

6. Interpreting services for the deaf by the North Texas Society of Interpreters for the Deaf. Sign language classes at Callier Hearing and Speech Center and at various churches.

7. A trained interpreter employed as a case worker and a psychiatrist who has developed a therapy program for the deaf who are patients at Terrell State Hospital.

8. Hearing evaluations and recommendations for auditory habilitation in the Clinical Services Division of the Callier Hearing and Speech Center. The Educational Division of Callier

has pre-school programs and an infant training program.

9. An organization called Golf Executives cooperates annually with the Dallas Kiwanis Club in sponsoring the Glen Lakes Golf Tournament which benefits the programs for the deaf and the mentally retarded in Dallas County.

Needs

Questions concerning unmet needs of the deaf were asked of individuals involved with the deaf and the deaf themselves. Among those needs listed many times were the following:

1. More interpreters for the adult deaf in more situations, particularly in vocational training programs and adult education settings and throughout the community.

2. Trained educational aides to increase potentials for language development and to free teachers for more direct and individual teaching.

3. Trained house parents for residential schools to provide socially-oriented living experiences and supplementation in language development.

4. Individuals trained in media usage and

preparation of media materials to be used in training programs for the deaf.

5. Individuals trained to provide language-development environments in homes of deaf infants and pre-schoolers.

6. Specialists in use of auditory equipment, including both group and individual aids.

7. Individuals trained to serve in recreational and other community programs for the deaf.

8. Individuals trained to work with the multiply-handicapped.

Most of the individuals - both deaf and hearing - who were consulted regarding the needs of the deaf emphasized the magnitude of the problems caused in all areas of life by the deficits in communication abilities. They stressed that such problems are present in all those who are pre-lingually deaf, especially, as well as those who have been deafened for a period of years.

Many of the individuals consulted pointed out that the problems of the deaf have, in some instances, been intensified by the struggles between oralists and manualists in areas of selecting methods of communication development for the deaf. They urged a focus on individual communication needs of the deaf.

Consultants discussed the lack of research on the

deaf population as a group and voiced special concern on a significant lack of research in the field of deaf education.

Other problem areas discussed in interviews and from the writings of those who are deaf include the belief that the hearing community not only does not understand the deaf but also that it makes little real effort to do so.

Studies of the scattered data that have been collected on the educational and vocational achievements of the deaf show that Boyce Williams identified the primary problems of the deaf when he described them, generally, as being both under-educated and under-employed. A study of the academic achievement test performances of hearing impaired students reveal that seven-year olds were more likely to have achieved at a grade equivalent level of 1.0 - 1.9 (one year behind expected levels), while more 18-year old hearing impaired students achieved reading levels at grade equivalent levels ranging from 5.0 to 6.4 (six to seven years behind expected levels). Math, science and social science achievement levels of achievement are comparable to those in reading. Thus, the language deficits evidently tend

to compound learning problems in all subject matter areas on a progressive scale.

Two surveys of vocational status of the deaf, one in New England and the other in the mid-South, reveal that only 17% of the employed adult deaf hold professional or semi-professional positions as compared with 14% of the general population. These two studies also reveal that 25% of the deaf are unemployed, a percentage far larger than that of the general population. Another significant finding is that most deaf graduates of high school programs find it necessary to have further training before they are employable.

At the conclusion of the study, questions posed at the beginning were then restated and answered as follows:

1. Q. Is there a need for paraprofessionals to work with deaf children and adults in vocational/educational and/or agency settings?

   A. There is definitely an urgent need for people trained at this level. There was unanimous approval voiced by all those contacted by both personal interview and through correspondence.

2. Q. What are the needs of teachers currently employed in the vocational training programs and the classrooms in public and private institutions?

A. Personnel who are trained to:

1. Interpret or otherwise serve as communications bridge between instructor and deaf student(s).

2. Serve as tutor - interpreters in vocational training programs.

3. Assist in classroom activities as needed to:

a. Reinforce instruction.

b. Free teacher for more direct and individual teaching.

c. Carry out the majority of the non-teaching tasks of the classroom.

d. Strengthen language development through utilization of experiences outside the classroom.

3. Q. If need is established, what should be the role of the paraprofessional?

A. To add strength to already existing services and to add services not available at present. It was determined that the paraprofessional should have the skills to provide many services under the direction of professionals whose individual specialties cover many areas of expertise.

4. Q. Who are the potential employers of the deaf and consequently what is the employment potential of the deaf?

A. All those employers who have jobs where normal hearing is not a primary prerequisite for success. The employment potential of the deaf is much greater than heretofore

realized, but definite employment roles need to be established through research of employment criteria.

5. Q. What is the role of deaf adults as paraprofessionals to work with the other deaf individuals?

   A. There are at present no historical references to give an answer to this question. It was believed that deaf adults should be encouraged to undergo such training if pre-enrollment evaluations indicate individual ability to function in any capacity in this role.

6. Q. What is the role of the community college in meeting the needs of the deaf?

   A. Most suggestions included the following dual roles:

      1. Training of additional workers to serve the deaf.

      2. Establishment of a post-secondary educational program for the deaf.

7. Q. What kinds of programs are currently in operation to train the paraprofessional to work with the deaf?

   A. None in the nation.

8. Q. What kinds of training facilities are available for the paraprofessional?

   A. 1. Three campuses of the Dallas County Community College District and ample instructional personnel within Dallas County.

      2. Post-secondary vocational training programs for the deaf.

3. High school vocational programs for the deaf.

4. Adult deaf classes.

5. Classrooms in the county and the Dallas County Wide Day School for the Deaf.

6. Callier Hearing and Speech Center, Dallas.

7. Centers for the deaf-blind.

8. Media centers in educational institutions.

9. Residential schools for the deaf.

10. Programs for the multiply-handicapped.

9. Q. What kind of job placement is available for trained paraprofessionals?

A. Requests have been received for paraprofessionals from deaf education, including post-secondary vocational-technical programs and adult deaf continuing education as well as in employment counseling, church ministry, interpreters, etc.

10. Q. Can agencies provide cooperative practical experiences?

A. Yes, agencies generally expressed desire for services as interpreter and communications bridge and willingness to provide training experiences.

11. Q. What paraprofessionals are now involved in occupational situations?

A. Teacher aides and medical paraprofessional.

12. Q. What are in-service training facilities in the county?

    A. As listed in answer to question 8 with addition of employment situations where deaf are involved, welfare and counseling agencies, and homes where there are deaf infants.

13. Q. What human resources are available in county?

    A. Programs and individuals involved with deaf including:

        1. Texas Society of Interpreters for the Deaf.

        2. Educational personnel both at faculty and administrative levels.

        3. Baccalaureate programs in deaf education at Southern Methodist University and Texas Woman's University.

14. Q. What types of career ladders should be developed?

    A. Career ladders should be provided for career mobility both laterally and vertically.

15. Q. What instructional methods can be employed in teaching paraprofessionals?

    A. All standard instructional methods with strong utilization of equipment, observations followed by discussions, and laboratory practicum experiences.

16. Q. What are other areas of employment for technicians?

    A. Other possible areas of employment would include hospitals of all sorts including

mental hospitals, centers for geriatric patients, recreational programs and camps, industry.

17. Q. How can we coordinate and supervise professional services, counseling, social work, and student aid?

A. By constant awareness of the role of paraprofessional throughout training program and through cooperation of organizations involved with the deaf.

18. Q. How can a training program provide career mobility?

A. By providing progressive levels of skills training in a wide range of services both vertically and horizontally.

19. Q. What are the needs of the deaf who are multiply-handicapped? What are the skills needed by the paraprofessional to serve this population:

A. In addition to deafness, individuals may be blind, disabled, etc. Skills are already listed plus understanding of other handicaps and acquisition of special skills needed to work with each.

CHAPTER II

PLANNING A PROGRAM TO TRAIN PARAPROFESSIONALS TO SERVE THE DEAF

Findings from the study led to a decision to formulate a program to serve the deaf. It was agreed that consideration should be given to developing a service program that would be appropriately remediating, financially feasible, and expedient in point of time. The recommendation of the Task Force on Programs for the Deaf to place emphasis on developing a training program at a paraprofessional level was selected for further consideration.

Dr. Robert J. Leo, Director of Special Services for the Dallas County Community College District, conferred with administrative personnel of the Division of Occupational Research and Development, Department of Occupational and Technical Education of the Texas Education Agency. The concern expressed by these administrators, Ray Barber, Director, and Oscar Millican, Assistant Director, concerning the great need to increase vocational potentials of the deaf led to an agreement from them to

accept an application for a planning project. Dr. Leo and his staff developed an application for a planning grant which was submitted to the Division of Occupational Research and Development. The planning grant was funded for a period from October 1, 1970, through September 30, 1971. Later, a continuing grant from a pilot program was funded from October 1, 1971, through January 31, 1973.

PLANNING GRANT

ABSTRACT

TITLE OF PROPOSED PROJECT:	PLANNING A PROGRAM TO TRAIN PARAPROFESSIONALS TO SERVE THE DEAF
APPLICANT ORGANIZATION:	DALLAS COUNTY COMMUNITY COLLEGE DISTRICT MAIN BANK BUILDING MAIN AND LAMAR DALLAS, TEXAS 75202
PROJECT DIRECTOR:	LOUISE B. HELTON
DURATION OF PROJECT:	OCTOBER 1, 1970 through SEPTEMBER 30,1971

Objectives: The primary objective of this project is two-fold: first, to develop a curriculum for the training

of paraprofessionals to work with the deaf in educational, business, industrial and service agency settings and second, to develop courses and programs for individuals interested and/or involved with the deaf population. Specifically, this project will survey the needs of agencies, institutions, and business and industry for employment of paraprofessional workers with the deaf and hearing impaired; develop courses for individuals currently involved and/or interested in working with the deaf and hearing impaired.

Procedures: The project is divided into two phases. Phase I consists of data collection and analysis. A survey will be conducted of the existing and proposed programs and courses for individuals interested in or currently working with the deaf. Further, the employment market including education, business, industry and social agencies will be analyzed in order to determine the availability of positions for the paraprofessional.

Utilization of Findings: Phase II of the project centers on curriculum development. Based on the results obtained in Phase I, programs will be developed to serve the needs of the deaf. A program of studies designed to train paraprofessionals, either at the certificate level (one year) and/or associate degree level (two years) will be developed. Second, short courses and seminars will be developed for professionals currently involved or interested in understanding and/or working with the deaf.

In establishing needs for the project, the application stated:

It would appear then, that new approaches to training individuals to work with the deaf population must be brought into existence in order to bolster, support and complement professionals currently involved in working with the deaf. The rapid growth of technologies, the demand for skilled individuals, the creation of new instructional approaches has brought about changing staffing patterns in dealing with the handicapped. As the report on the Education Professions indicated in 1968, the assumption that a single teacher with proper training could provide instruction with limited support is archaic.

The present trend is toward a team approach where a variety of personnel trained in different but related skills advise and support the classroom teacher. Some of these personnel need to be skilled in such functions as diagnostic techniques, therapy, counseling, supervision, the development and use of media, and community relations; others need to be trained as aides to the teacher. Preparation of this wide variety of supportive personnel will place additional demands on training resources in the next decade.

Specific objectives of the planning proposal were:

1. To survey the needs of agencies, institutions, and business and industry for employment of paraprofessional workers with the deaf and hearing impaired.

2. To develop certificate programs and associate degree programs for paraprofessionals to work with the hearing impaired.

3. To develop professional growth courses for individuals currently involved in teaching the deaf and hearing impaired.

4. To develop courses concerning the needs of the deaf for business, industrial and service agency personnel.

The project director and a secretary were hired on a half-time basis until May 31, 1971, at which time they both became full-time employees. The project director, Mrs. Louise B. Helton, worked in the office of Dr. Robert J. Leo to develop the training project. Mrs. Helton's experience in working with the deaf spanned 11 years at Texas Woman's University, Denton; the Dallas Society for

Crippled Children, Dallas; and the Callier Hearing and Speech Center, Dallas. She directed programs of evaluation/training at both of the agencies that directly involved the hearing impaired. She had 11 years experience in college teaching and had served as chairman of the Broadcasting Department at Baylor University in Waco.

An Advisory Committee was chosen to aid in the continuing study and the formulation of plans to implement a training program. A roster of membership is included.

ADVISORY COMMITTEE

Curtis Baker
2948 Blystone Lane
Dallas, Texas 75220

Lloyd Bridges
3010 Trent Street
Irving, Texas 75060

Allan F. Bubeck, Jr.
P.O. Box 2880
Dallas, Texas 75221

A. W. Douglas
State School for the Deaf
1102 South Congress
Austin, Texas 78704

Dr. Edwin Hammer
Callier Hearing & Speech Center
1966 Inwood Road
Dallas, Texas 75235

Frank Powell
Callier Hearing & Speech Center
1966 Inwood Road
Dallas, Texas 75235

Roberty Slaymaker
Texas Employment Commission
8300 Carpenter Freeway
Dallas, Texas 75247

Joyce Stricklen
Texas Rehabilitation Commission
3515 Swiss Avenue
Dallas, Texas 75204

Ray Duncan
Collins Radio Company
1200 North Alma Road
Richardson, Texas 75080

Frances Threalkeld
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Jim George
210 Abrams Road
Richardson, Texas 75080

Jean Weida
Southern Methodist University
Dallas, Texas 75222

PLANNING PHASE

During the initial time of the planning phase, information and data were gathered from many individuals across the nation. Methods of research included correspondence, a search of the literature, personal interviews, and site visits. Contracts were made with key personnel already involved with the deaf and with deaf leaders.

Among the numerous individuals with whom personal conferences were held were the following:

Annette Baker, Supervisor of Pre-School Program, Kendall School, Washington, D. C.

Dr. H. W. Barkuloo, Director, Program for the Deaf, Seattle Community College District, Seattle, Washington

Frank Bryan, Supervisory of Elementary Program, Kendall School, Washington, D. C.

Mrs. Lil Browning, VRA Counselor, Fort Worth, Texas

Mrs. Elizabeth Carlton, President, Texas Society of Interpreters for the Deaf and Director of Adult Deaf Program, Callier Hearing and Speech Center, Dallas, Texas

Paul M. Culton, Director, Hearing Impaired Program, Golden West College, Huntington Beach, California

A. W. Douglas, Superintendent, Texas School for the Deaf, Austin, Texas

Mrs. Johnnie Duncan, Interpreter and Staff Consultant, Terrell State Hospital, Terrell, Texas

Jack English, Program Coordinator, Regional Services for the Deaf-Blind, Dallas, Texas

Dr. Thomas Gehrens, Principal, Kendall School, Washington, D. C.

Dr. Edwin Hammer, Coordinator, Regional Services for the Deaf-Blind, Dallas, Texas

Dr. Doin Hicks, Director of Model Secondary School for the Deaf, Washington, D. C.

Dr. Richard Johnson, Director of Counseling Center, Gallaudet College, Washington, D. C.

Dr. Ray L. Jones, Project Director, Leadership Training Program in the Area of the Deaf, San Fernando Valley State College, Northridge, California

Dr. Thomas A. Mayes, Coordinator, College Services for the Deaf, San Fernando Valley State College, Northridge, California

Mrs. Lucille Miller, Counselor, College Services for the Deaf, San Fernando Valley State College Northridge, California

Ed Werd Moore, Bureau of Education, Personnel Development for Special Education, BEH, Washington, D. C.

Dr. Doris Naiman, Director of Training, Deafness Research and Training Center, New York University, New York, New York

Mrs. Margaret Oliver, Supervisor, Tarrant County-Wide Day Program for the Deaf, Fort Worth, Texas

Bert Poss, Consultant, Texas Rehabilitation Commission, Austin, Texas

Frank Powell, Director, Pilot School for the Deaf. Dallas, Texas

Dr. Philip Schmitt, Training Programs for the Deaf, Bureau of Education of the Handicapped, U. S. Office of Education, Washington, D. C.

Dr. I. B. Selman, Psychiatrist, Terrell State Hospital, Terrell, Texas

Mrs. Joyce Stricklen, VRA Counselor, Dallas, Texas

Teachers, Dallas County-Wide Day Program for the Deaf

Mrs. Frances Threalkeld, Supervisor, Dallas County-Wide Day Program for the Deaf

Stanley Traxler, Counselor, Program for the Deaf, Seattle Community College District, Seattle, Washington

Responses from individuals listed above and with others with whom the project director corresponded and spoke brought positive responses without exception to the question of needs for trained paraprofessionals. Among the reasons given for the expressions of urgent needs for more trained personnel to help the deaf were many diverse prob-

lems, a number of which had also been found in a review of the literature.

They included:

1. Studies of the deaf and deaf individuals report that many deaf appear to be placed in relatively unremunerative and unchallenging positions, and that underemployment is considered one of the major problems of the deaf.

2. Difficulties in vocational settings are directly related to communication problems of the deaf.

3. Large numbers of unemployed deaf are found among those of lesser intelligence and training.

4. Lack of participation in community activities is widespread among the deaf.

5. Needs for more individualized instruction and more intensive language/communication development of the deaf are universal.

6. Needs for professional training for house parents in deaf residential schools to provide extension of individuals' total development program beyond the classroom are reported.

7. Lack of training programs for the deaf in areas of social development, recreational activities, community life, and personal life adjustment are reported.

Further study revealed a wide descrepancy between the expressed needs for trained people to work with the deaf (listed under deaf education) and the number of

individuals in such training programs. According to the American Annals of the Deaf, 730 teacher trainees were scheduled to complete their programs in 1971 in the 53 teacher-training programs listed. Continuing references are made to the need for more trained teachers to work with the deaf, but the history of deaf education does not reveal a significant progressive increase in the number of trainees in this field. This is alarming when compared with two factors found in the deaf population: (1) the increase in the number of the total deaf population who are congenitally and/or prelingually deaf and are therefore more educationally handicapped, and 2) the large increase of multiply-handicapped deaf resulting from the rubella epidemic of 1964-65.

Another consideration in reaching a decision on type of service program was a comparison of costs of special education to those of education of the typical child. Although data here shows considerable variability, most show that the education/training of a handicapped child requires the expenditure of three to four times the amount spent to educate the non-exceptional child. Such data again led to a consideration of the paraprofessional as a means of cutting financial outlay if this would not

limit the quality of the educational/training program. Questions regarding quality of programs as related to use of the paraprofessional were answered positively, with widespread agreement that paraprofessionals could improve quality rather than lessen it.

Another factor that weighed heavily in the decision to train at the paraprofessional level included the expressed need of individuals who could help the deaf outside the classroom and training situation. Needs for trained interpreters, for trained house parents in residential schools, for people to work in supplementary educational services including media, for trained people to assist parents of deaf infants, for auditory equipment specialists, and for trained people to work in many aspects of vocational and community adjustment were consistently expressed. The four-year training program in deaf education does not include training in such a broad range of services as those listed as having top priority in meeting all the major needs of the deaf.

In order to establish more precisely the parameters of an evolving program plan to train paraprofessionals

to serve the deaf, definitions were discussed and established as follows:

The Deaf

For purposes of this project, the deaf will be defined as those individuals whose auditory deficits are extensive and/or severe enough to prevent the reception of oral language at normal levels of intensity in spite of medical treatment, surgery, and/or use of hearing aids and who are thereby handicapped in the development and/or maintenance of adequate language skills.

The Paraprofessional

The definition of the paraprofessional as used in this proposal refers to that individual trained in certain skills areas and qualified to offer prescribed services through training completed at a lower level than a baccalaurate program. The individual trained in this program will be a "functional" paraprofessional who can operate as needed in many and varied environments where needs of the deaf can be met.

Focus for Planning

When data from interviews, conferences, visits and a survey of the literature were studied, a focus for planning emerged that gave an over-all primary goal to the proposed program: The extent and severity of the communication difficulties of the deaf result in developmental, training and educational achievements that are insufficient. The basic premise of planning and implementation thus evolved as a recognition that the general problems produced by deafness could more nearly be eliminated or ameliorated through the development of increased skills in the processes of both receptive and expressive communication. This focus constituted the basic rationale on which all program planning would continue.

To assist in the planning, a number of nationally known consultants were brought to Dallas to add their expertise to the planning. Included were:

Dr. Larry Stewart, Associate Director of the New York Deafness Research and Training Institute, New York, New York

Dr. Kenneth Nash, Director of Staff Development, National Technical Institute of the Deaf, Rochester, New York

Terrence O'Rourke, Director of the Communications Development Section of the National Association of the Deaf, Washington, D. C.

Dr. Thomas J. Dillon, Principal, New Mexico School for the Deaf, Santa Fe, New Mexico

Ramon Rodriguez, Curriculum Development Specialist, Media Center for the Deaf, Las Cruces, New Mexico

Emil Ladner, Executive Director, Registry of Interpreters for the Deaf, Washington, D. C.

Dr. David Denton, Superintendent, Maryland State School for the Deaf

Dr. Daniel Ling, Director, Deaf Education, Montreal

Al Pimentel, Gallaudet College, Washington, D. C.

Stanley Traxler, Director, Program for the Deaf, Seattle Community College, Seattle, Washington

Dr. Barbara Beggs, Director of Deaf Education, Southern Methodist University, Dallas, Texas

Elizabeth Carlton, Director of Services for Adult Deaf, Dallas, Texas

Dr. Albert Burke, Cincinnatti, Ohio

Dr. Geno Vescovi, Program Specialist for the Deaf, Massachusett Rehabilitation Commission, Boston, Mass.

Subsequently Dr. Vescovi joined the faculty of the training program in the Fall of 1972.

CHAPTER III

TRAINING PARAPROFESSIONALS TO SERVE THE DEAF: A PROPOSED PROGRAM

A proposed program was formulated to train paraprofessionals to work with the deaf in a wide range of environments and offering an extensive variety of needed services to enable the deaf to achieve training and education that would enable them to achieve more nearly at the levels of potential ability. The following outline delineates the proposed training program.

Purpose

The general purpose of this program is to train individuals at the paraprofessional level to help meet the special needs of the deaf so that they may achieve the education and training that is commensurate with their individual abilities.

Objectives

1. To train individuals at the paraprofessional level to work with the deaf to strengthen existing services,

as well as provide additional services to meet the unmet needs of the deaf.

2. To develop a program for paraprofessionals to work with the deaf which will serve as a model for similar training programs in the area of deafness as well as for programs with other handicapping conditions.

3. To develop evaluation procedures to measure effectiveness of both the over-all program and the individual components of the program for the purpose of advantageous modification of program content and procedures.

4. To provide training to professional personnel who serve in supportive roles to enrich their understanding of the deaf so that their services can be more directly helpful. Included would be vocational counselors, principals, psychologists; also competent interpreters would be trained to serve in vocational and educational settings where needed.

5. To provide a program to prepare parents or parent-substitutes to serve as providers of an enriched communicating environment for deaf infants in the development of communication and language skills, as a basis for more effective over-all development.

6. To train house parents for residential schools to provide more direct assistance to deaf young people in important aspects of community life and in the training process.

Educational Objectives for Trainees

To achieve the objectives of the program specific goals would include:

A. To train individuals at the paraprofessional level to:
   1. Acquire knowledge of the unique vocational, educational and social problems of the deaf.
   2. Acquire knowledge of the communication processes utilized by the deaf.
   3. Develop skills in communication processes for appropriate use with the deaf, including manual communication.
   4. Acquire skills as an interpreter for the deaf in vocational and community situations.
   5. Develop skills in use of auditory and audio-visual equipment and in the formation of instructional materials under supervision.
   6. Offer supplementing aid to the teacher of the deaf, freeing the teacher from many non-teaching

tasks and supplementing direct learning experiences as outlined by the teacher, such as drill, review, etc.

7. Gain understanding of life adjustment problems of the deaf and serve as needed in bridging gaps in communication and understanding between the deaf individual and the non-deaf community.
8. Help provide the establishment of a communicating environment for the deaf child that will be conducive to continuing development of communication skills.

B. And, also, to provide training to professional personnel who serve in supportive roles to enrich their understanding of the deaf so that their services can be more directly helpful.

C. To train teachers of the deaf and other professional personnel, such as vocational counselors, to utilize paraprofessionals to maximum effectiveness.

Methodology

Enrollment Criteria

Those individuals who evidence a sense of purpose in applying for enrollment and who have the maturity to

involve themselves appropriately with the deaf will be enrolled. The enrollment criteria of the Dallas County Community College District, with its open door policy, will be adhered to as a matter of basic principle and because this policy in no way bars students exhibiting the above characteristics.

The enrollment criteria for colleges of the Dallas County Community College District include: graduation from an accredited high school, or equivalent, maturity (over 21) even though not a graduate on approval of the Committee on Admission and Retention; graduation from an unaccredited institution such as private schools after favorable consideration by the Admission Committee; approved application by the Admissions Committee of non-high school graduates under 21 years of age whose school class graduated more than one year earlier.

Program Duration

The total training program will be a two-year program; however, provisions will be made for the acquisition of a first level of employability in one school year, or on the completion of 30 credit hours. It is assumed that a majority of the students will continue through the

entire two-year program and be awarded the Associate of Applied Science degree at its successful conclusion.

Prior to the beginning of training, an interview with each student will provide a basis for program planning and a frank discussion of the specialty area of working with the handicapped. Coordinators of the program will work to insure that each individual student has a complete understanding of the final goals of the total program so that he may be jointly responsible for planning his own program pattern to enable him to reach those goals. Program modification to fit individual learning patterns will be a basic component of the training procedure.

Program Implementation

The following plan for implementation of the training program is based on the belief that paraprofessionals can be most adventageously trained through a program which will provide them with the opportunity to gain knowledge and skills necessary for job entry in several related areas while also providing them the vocational competence that will afford a greater degree of geographical mobility as well as on the job mobility.

The training program will have basically three major divisions which would be coordinated with each other in a progression of skill acquisitions. These divisions are: (1) Theory, for comprehension and understanding; (2) Laboratory, for validation of the theoretical assumptions; and (3) Application, using the information and insight which has been gained.

Curriculum

In order to maximize learning experience, each course has been planned to provide coordinated balance of classroom instruction, observation and practicum. In several courses, observation and practicum will precede classroom instruction so that trainees will have a foundation for discussion and interpretation of experiences.

Program Levels

The curriculum for training at the paraprofessional level has been designed to afford the student the opportunity to obtain: (1) a certificate of competency and/or (2) an Associate in Applied Science Degree.

During the first year of the training program, a cluster of courses has been planned that offers a solid background of understanding of deafness and the deaf and

the problems of deafness. This cluster will be supplemented by a selection of courses planned to enable the individual student to pursue special areas of interest and/or vocational plans.

The second year of the program offers even more possibility of career choice through course selection. Provision has been made for special practicum experiences for students who exhibit an unusual degree of interest and proficiency in a certain area of service.

Available training programs are listed next, but were not intended to limit the variations in training that may be elected by the individual student.

Services for the Deaf (SFD)

This curriculum is designed to offer a maximum flexibility in career choice in work with the deaf. The curriculum pattern provides a "cluster" of basic courses in both the one-year and two-year program levels. Students may elect to complete their study program through additional course choices in accordance with their career plans. The courses listed by semester constitute the core or cluster curriculum. Other courses that may be elected are listed below.*

Services for the Deaf (2-year program)

The Associate degree program will offer training in a wide variety of occupational environments in working with the deaf. Emphasis will be placed on skill development in all communication methods for the deaf. An opportunity for specialization will be available through a special applied practicum. A minimum of 60 credit hours is required for the Associate degree program.

Curriculum Pattern

Fall Semester		Lec.	Lab.	Credit
SFD 130	Deafness and Its Implications	2	2	3
SFD 132	Communication Methods for the Deaf, I	2	3	3
SFD 134	Media, Equipment and Materials	2	3	3
	*Electives			6
Spring Semester				
SFD 131	Educational Organizations and Procedures	2	1	2
SFD 133	Communications Methods for the Deaf, II	2	3	3
SFD 135	Auditory Equipment and Materials	2	2	3
SFD 136	Problems of Deafness	3	1	3
	*Electives			4
Fall Semester				
SFD 232	Advanced Communication Methods, I	2	4	3

(2-year program, continued)

		Lec.	Lab.	Credit
SFD 236	Developmental Activities for the Deaf	3	3	4
SFD 237	Language Development in the Home	2	3	3
SFD 238	Training of the Multiply-Handicapped	2	2	3
	*Electives			3

Spring Semester

SFD 233	Advanced Communication Methods, II	2	5	4
SFD 234	Media Materials	2	3	3
SFD 239	Applied Special Practicum	0	11	4
	*Electives			4

*The remainder of the curriculum will be selected from CD 136, CD 137, Soc. 101, Soc. 102, HD 106, HD 107, Psych. 105, Psych. 206, Comm. 131, Comm. 132, Eng. 101, Eng. 102, Hist. 101, Hist. 102, Bus. 173, Recreation 132. Other courses having direct relationship to career choice may be substituted on approval by program faculty.

Certificate Program (1-year program)

This one-year program will offer training for working with the deaf in a range of occupational settings with primary emphasis on those in vocational training and educational environments. A minimum of 30 credit hours is required for the certificate program.

Curriculum Pattern

Fall Semester		Lec.	Lab.	Credit
SFD 130	Deafness and Its Implications	2	2	3
SFD 132	Communication Methods for the Deaf, I	2	3	3
SFD 134	Media, Equipment and Materials	2	3	3
	*Electives			6

Spring Semester				
SFD 131	Educational Organizations and Procedures	2	1	2
SFD 133	Communication Methods for the Deaf, II	2	3	3
SFD 135	Auditory Equipment and Materials	2	2	3
SFD 136	Problems of Deafness	3	1	3
	*Electives			4

Alternate Certificate Program

Fall Semester				
SFD 130	Deafness and Its Implications	2	2	3
SFD 132	Communication Methods for the Deaf, I	2	3	3
SFD 134	Media, Equipment and Materials	2	3	3
SFD 135	Auditory Equipment and Material	2	2	3
	*Electives			3

Spring Semester				
SFD 133	Communication Methods for the Deaf, II	2	3	3
SFD 234	Media Materials	2	3	3
SFD 239	Special Practicum	0	11	4
Soc.101	Introduction to Sociology	3	0	3
	*Electives			3

*For additional courses to complete certificate requirements, see listing at the end of associate degree program.

Catalogue descriptions of courses in Services for the Deaf program are as follows:

		Lec. Hrs.	Lab. Hrs.	Credit Hrs.
SFD 130	Deafness and Its Implications	2	2	3

A study of deafness, causes of deafness, and the problems caused by deafness. An introduction to techniques helpful to the deaf in development of skill in communication will be stresses. Observation experiences in training programs and vocational settings will be included.

SFD 131	Educational Organizations and Procedures	2	1	2

A study of various types of training and educational organizations with primary emphasis on development of skills in record keeping, materials utilization, and supportive activities that will provide assistance in all types of training and educational programs for the deaf.

SFD 132	Communication Methods for the Deaf, I	2	3	3

An introduction to communication behavior of the deaf with primary emphasis in this first course on

finger spelling and beginning sign language. Laboratory experiences will involve practice in situations where sign language is the method of communication.

SFD 133 Communication Methods for the Deaf, II 2 3 3

A continuation of instruction in sign language and beginning study of oral language development. Laboratory experiences will involve students with the deaf of all ages with emphasis on communication methods utilized with the deaf in adult training programs.

SFD 134 Media, Equipment and Materials 2 3 3

An overview of the types of media and the uses of each, with emphasis on those most useful in training programs for the deaf. Practice in equipment operation, maintanance and management of materials will be provided as laboratory experiences.

SFD 135 Auditory Equipment and Materials 2 2 3

A study of the uses of auditory equipment with the deaf in all situations. Included will be instruction combined with practicum experiences in utilization of various types of group and individual auditory equipment.

Training in techniques of utilization of equipment and materials to enable the deaf to respond meaningfully to their environments via the auditory channel will be included.

SFD 136 Problems of Deafness 3 1 3

A continuation of instruction and practicum experiences in understanding of problems caused by deafness and in utilization of learning theories in training programs and classrooms. Practicum experiences will involve providing assistance in vocational training programs, as counseling aides, and in classrooms for the deaf.

SFD 232 Advanced Communication Methods, I 2 4 3

A continuation of training in all communication methods utilized by the deaf. Speech reading techniques will be taught as well as advanced sign language. Numerous practicum experiences in vocational training programs, other classrooms, employment situations and community agencies will be included.

SFD 233 Advanced Communication Methods, II 2 5 4

Continuing training in communication methods utilized

by the deaf. Emphasis will focus on need for total communication approach. Numerous practicum experiences in an even wider range of training and community programs will be included to give practice in signing, oral language, speech reading.

SFD 234 Media Materials 2 3 3

Emphasis will be placed on preparation of media materials, with practicum experiences deriving from needs of training programs for the deaf. Training in use of video tape recording in training programs will be included.

SFD 236 Developmental Activities for the Deaf 3 3 4

Instruction will be given in techniques to aid in the development of social and employment behaviors for the deaf. Included will be instruction in techniques of training deaf children in play and group participation as basis for social development. Experiences in working with adult deaf in group interaction and in development of business and social skills will be emphasized. Practicum experiences will involve field work, outside training and classroom environments with attention to employment

in residential schools.

SFD 237 Language Development in the Home 2 3 3

Training in areas of language development, utilization of amplification equipment and auditory training programs, and development of language enrichment programs to provide basis for language development in deaf infants will be offered. Practicum experiences will involve working with deaf infants and their parents.

SFD 238 Education of the Multiply-Handicapped 2 2 3

Overview of other handicapping conditions. Emphasis will be placed on problems of development and education and on severity of vocational problems when deafness is one of the handicaps. Techniques of management and instruction will be included. Instructional personnel will include professionals from areas of all handicaps. Extensive observation and practicum experiences in agencies and employment situations will be included.

SFD 239 Applied Special Practicum 0 11 4

An opportunity will be provided for an extended practicum in carefully selected areas of service to the

deaf on demonstration of both unusual interest and aptitude. Course content will consist primarily of applied practicum experiences in areas of interest to add to vocational aptitude.

It should be stressed that the training program emphasizes a full understanding of the role of the paraprofessional in educational institutions and community agencies to obviate conflicts in employment situations.

Behavioral Objectives

The training program has also been defined in terms of behavioral objectives, as follows:

Behavioral Objective #1:

To understand and describe implications of deafness in areas of human development and behavior.

Stategies for Achieving Objective #1 will include:

Immediate contact with deaf children in educational settings and deaf adults in vocational and social environments followed by classroom instruction in the problems of deafness utilizing lecture, film and video-tape recording. Trainees will be engaged in further selected observations followed by group discussions.

Objective #1 to be achieved in:

SFD 130 Deafness and Its Implications
SFD 136 Problems of Deafness

Behavioral Objective #2:

To understand and describe special and unique needs of the deaf.

Strategies for Achieving Objective #2:

Emphasis will be placed on cognitive material to form base of knowledge for analysis and interpretation of experiences. More specific and clearly defined problems of deafness will be observed and discussed, utilizing video-tape recordings, film, and lectures as a basis for understanding. This will be followed by selected direct interaction experiences with deaf children and adults.

Objective #2 to be achieved in:

SFD 136 Problems of Deafness
SFD 130 Deafness and Its Implications
SFD 132 Communication Methods for the Deaf, I
SFD 133 Communication Methods for the Deaf, II
SFD 135 Auditory Equipment and Materials

Behavioral Objective #3:

To develop skills in all communication processes appropriate for use with the deaf including skill as an interpreter for the deaf in vocational training programs and other educational and community settings.

Strategies for achieving objective #3:

Immediate initiation of instruction in finger spelling and sign language for all trainees. Instruction in the dynamics of the communication process will be provided through lectures and media presentations. Instruction in speech reading techniques and oral language develop-

ment processes through use of observation, video-tape recordings, and films will be given. Later, techniques for speech improvement will be included in instruction through lecture, demonstrations and practicum experiences. It is expected that emphasis on language and communication development will be continued in all curriculum offerings.

Objective #3 to be achieved in:

SFD 132, 133	Communication Methods for the Deaf, I & II
SFD 232, 233	Advanced Communication Methods for the Deaf, I & II
SFD 237	Language Development in the Home

Behavioral Objective #4:

To develop comprehension by conducting an analysis of organizations, programs and procedures in educational, rehabilitation and industrial communities dealing with the deaf, leading to development of skills in various functions involved in procedural clerical tasks.

Strategies for achieving objective #4:

Visitations with lectures and demonstrations followed by direct instruction by institutional and agency personnel. All types of clerical and procedural forms will be included in instructional phase with practice experience in day-to-day operational procedures utilized.

Objective #4 to be achieved in:

SFD 131 Educational Organizations and Procedures

Behavioral Objective #5:

To develop skill in use and general maintenance of specialized auditory equipment to insure maximum functioning efficiency on a day-by-day basis.

Strategies for Achieving Objective #5:

Professional instruction for basic understanding followed by demonstration and practice with all types of auditory equipment, both group and individual. Simple techniques for checking of equipment will be supplemented with instruction in sources of major repair and remediation. Types of equipment will include: all types of individual hearing aids, walk-about amplifiers, group auditory trainers, loop systems, teaching consoles, etc.

Objective #5 to be achieved in:

SFD 135 Auditory Equipment and Materials
SFD 237 Language Development in the Home

Behavioral Objective #6:

To develop skill in use and general maintenance of audio-visual equipment and materials to maintain function for classroom instruction pruposes.

Strategies for achieving objective #6:

Professional instruction for understanding all types of equipment, supplemented with extensive demonstration and practice experiences. Instructions in care and simple maintenance of equipment and materials will be included.

Types of equipment and materials would include 8 and 16 mm film projectors and films, film strips, teaching carrels, tape recorders, video-tape recording equipment (both recording and playback), language masters and auditory flashcard readers and materials, overhead projectors, etc.

Objective #6 to be achieved in:

SFD 134 Media Equipment and Materials

Behavioral Objective #7:

To develop skill in preparation of instructional materials as directed by teachers or others in authority.

Strategies for achieving objective #7:

Instruction by professional personnel in media to include lecture, demonstration, materials preparations. Applicability of materials to specific instructional situations will be analyzed.

Types of materials: 8 and 16 mm films, film strips, transparencies, tape recordings, instructional tapes for language masters and auditory flashcard readers, videotape recording productions of teaching demonstrations and other directed uses of this type of presentation.

Objective #7 to be achieved in:

SFD 234 Media Materials
SFD 136 Problems of Deafness

Behavioral Objective #8:

To supplement direct learning experiences in classroom with experiences planned and utilized for language and communication development.

Strategies for achieving objective #8:

Training primarily through practicum experiences in utilization of non-classroom activities as educational experiences. Demonstrations by master teacher of possibilities inherent in lunchroom, playground, field trips, etc., would be followed by discussion and practicum experiences. Emphasis would also be focused on methods of enabling students to become "group" members. Group recreational activities would be utilized. Instruction, demonstration and practice of educational functions such as drill, review, laboratory and library work, individual study periods, etc., will be given by qualified instructors of the deaf.

Objective #8 to be achieved in:

SFD 236 Developmental Activities for the Deaf
SFD 237 Language Development in the Home

Behavioral Objective #9:

To serve as a "communications bridge" as needed between the deaf and the hearing community, in vocational educational counseling and other agency and community environments.

Strategies for achieving objective #9:

Comprehension of problems of deafness and understanding of communication gaps between deaf and hearing gained through instructional program directly involving the deaf. Utilization of communication skills would result from a combination of lecture, demonstration, and practice, followed by selected practicum situations on a graduated scale of difficulty.

Objective #9 to be achieved in:

SFD 132, 133 Communication Methods for the Deaf, I & II
SFD 232, 233 Advanced Communication Methods for the Deaf, I & II
SFD 130 Deafness and Its Implications
SFD 239 Special Applied Practicum

Behavioral Objective #10:

To develop understanding and skills to provide needed services for those who are multiply-handicapped, such as deaf-blind, deaf-cerebral palsied, deaf-mentally retarded, etc.

Strategies for achieving objective #10:

Additional instruction in other handicapping conditions and in implications of the effect of multiple handicaps with methods of service delineated. This

would consist of lectures from professional workers, observations films, video-tape recordings, demonstrations and practicum in area programs for multiply-handicapped.

Objective #10 to be achieved in:

SFD 238 Training of the Multiply-Handicapped
SFD 239 Applied Special Practicum

Personnel Planning

Because the problems caused by deafness are many and complex, a personnel policy was established to provide expertise in numerous professional areas. It was expected that this plan would make the program more beneficial to those being trained and to the deaf who will ultimately be the customers of the services. Thus, the permanent staff was to consist of planning and management personnel with such service personnel as would be necessary to carry out the project efficiently. Among the full-time personnel would ba a hearing-impaired individual who would maintain program focus on the needs of the deaf and who would be active in instruction as well as in planning and evaluating many of the practicum experiences of the trainees.

Among the categories of professional personnel utilized as part-time instructional personnel would be individuals who qualified for this program in two ways:

(1) they would be knowledgeable and experienced in their special areas of competence, and (2) they would have demonstrated successful working relationships with the deaf in their areas of specialization.

This type of organization would enable the project director to most readily make changes that would increase the effectiveness of the training program; it would also enhance the effectiveness of the instructional and training staff by allowing the short-range employment of the most valuable individuals for each phase of the program. Selected instructional assignments would also be carried out by the permanent staff in accordance with their areas of special expertise.

CHAPTER IV

TRAINING PARAPROFESSIONALS FOR THE DEAF: PROGRAM IMPLEMENTATION

In September of 1971, notice of grant approval for a pilot program in training paraprofessionals for the deaf was received from the Division of Occupational Research and Development, Department of Occupational and Technical Education of the Texas Education Agency, the same organization that had funded the planning phase of the program. The following narrative traces the development of the program from that time to the end of the grant.

Fall 1971

Because interest had been aroused when the program was first announced, it was decided to begin class work even though Fall registration had been completed before notification of the grant had been received. Consequently, one class was organized to meet two nights a week at Eastfield. Classes began on October 19, 1971, with thirty-two individuals enrolled. Classes met three hours per night to satisfy the requirements for three

credit hours. The course offered was SFD 130, Deafness and Its Implications. A number of guest lecturers spoke to the class and enthusiasm remained high throughout the semester in spite of the longer class meetings.

Spring 1972

In the Spring quarter of 1972, a full schedule of Freshmen level courses was offered. Two additional faculty members were hired to teach sign language courses; both of these were deaf individuals. The utilization of non-staff instructors was initiated with three teachers hired to teach special courses in their individual professional areas.

The courses offered in the Spring semester were:

SFD 130 Deafness and Its Implications
SFD 131 Educational Organizations and Procedures
SFD 132 Communication Methods for the Deaf, I
SFD 134 Media Materials and Equipment
SFD 135 Auditory Equipment and Materials
SFD 136 Problems of Deafness

Classes were offered both day and night, and enrollment increased significantly. A study of the student body in the program revealed that the largest group of students were young people without family ties to deafness, although there were some mothers of deaf children and some children of deaf parents.

The practicum element of the program was easily initiated, with various types of interactions with the deaf in a number of environments carried out.

Summer 1972

Eastfield College offered only one six-weeks session during the Summer of 1972. Enrollment was small, as is generally true in community college populations. The courses that were offered were in communication methods with the deaf and were offered during both day and night periods. A supplementary grant was obtained from the National Association of the Deaf, Communicative Skills Program, to permit the offering of more courses in sign language.

The student population in the training program continued to demonstrate a significant number of students who could attend on a part-time basis only because of full-time work. It was considered a part of the program's commitment to provide classes at times the students could enroll; thus, as many classes were available at night as during the day in the summer session.

A significant decision arising from the experience during this six-weeks session was to withdraw classes in

sign language from summer programs in the future. Six weeks was not long enough to permit students to develop planned skills levels to warrant future scheduling of these classes.

Even though Eastfield was not in session during the second six-weeks of the Summer of 1972, the training program offered SFD 239, Special Applied Practicum, in connection with a camp for deaf and hearing children held from July 24 through August 11. This class was held off-campus and became the first extension course in Eastfield's history. The first week of the three was spent in pre-camp training in Kerrville, Texas; the two weeks of actual camp were at Camp LaJunta in Hunt, Texas. Twenty-nine students served as counselors at the special camp for 150 deaf children and 50 hearing children, ages 7-14. The students enrolled from Eastfield, Lamar University, the University of Texas at Austin, Baylor University, Texas Christian University, and Texas Tech University. All received four credit hours for this course. Instructor and supervisor of the counselors was Mrs. Louise Helton.

The camp experience provided a unique practicum experience for the students and one having excellent

potential, but lack of coordination between the various management levels let to difficulties in maximizing the learning opportunities for the students/counselors.

Fall 1972

Enrollment in the training program in the Fall Semester 1972 increased significantly. Total enrollment in SFD classes reached 207, with the total individual students numbering 108. Of these, 84 were new students. Five additional students audited courses, and for the first time, deaf students enrolled in the training program. All the deaf students who enrolled in the program moved to Dallas for this purpose: one from Santa Fe, New Mexico; one from Laredo; another from El Paso; and one from Longview. In addition to these newcomers, hearing students moved to Dallas for the program: one from Wichita Falls, two from Houston, and one from Syracuse, New York.

Other factors directly related to the training program that occurred during the Fall semester included an increase in the number of deaf students enrolled at Eastfield to 16. The services program for deaf students will be described later in this report. It is important

to reiterate here, however, that the deaf students provide excellent practicum experiences in many areas for students enrolled in the SFD training program. This presence of deaf at peer level is considered one of the important strengths of the training program.

During this semester, students enrolled in SFD 236, Developmental Activities for the Deaf, served practicum experiences of four to eight hours per week in the following agencies:

Classrooms for the deaf from pre-school level through high school at Callier, Stonewall Jackson Elementary, John B. Hood Junior High, and Skyline High School

Dal-WORC, rehabilitation agency

MHMR Developmental Center, West Dallas

MHMR Developmental Center, South Dallas

MHMR Developmental Center, Mesquite

MHMR Opportunity Center, South Dallas

Deaf-Blind Training Program, Dallas

Requests for students from the Deaf-Blind Program in Fort Worth and the Denton State School could not be filled. It is expected that these and other agencies will be utilized in future practicum experiences. The instructor in the course found the practicum experiences

adding greatly to learning. The combination of theoretical concepts, observation of deaf populations, and implementation of behavioral objectives provided a framework for a considerable degree of individual student development; the sharing of experiences within the class led to increased understanding of the deaf in various environments and enabled students to share problem solving experiences over a wide range of problems. The high-level work of these students helped to verify the concept of applied career education. Further confirmation was found in requests from each of the agencies requesting further practicum students and expressions of appreciation for the students' work.

The following courses were offered during the Fall 1972 semester:

SFD 130 Deafness and Its Implications

SFD 132 Communication Methods with the Deaf, I (2)

SFD 133 Communication Methods with the Deaf, II (2)

SFD 135 Auditory Equipment and Materials

SFD 232 Advanced Communication with the Deaf, I (2)

SFD 234 Media Materials

SFD 236 Developmental Activities for the Deaf

SFD 239 Special Applied Practicum

During this semester, a service component was added to the training program. The acquisition of an audiometric booth and a new speech autiometer not only gave on-campus practicum experiences to students enrolled in SFD 135, Auditory Equipment and Materials, but also provided a testing service for the entire Eastfield campus. It is anticipated that hearing tests will be available to all campuses of the Dallas County Community College within a short time, thus providing a health service for the District and excellent practicum experiences for students enrolled in the training program.

A TTY (telephone teletype) was obtained through the Dallas Council for the Deaf to provide easy communication between Eastfield and deaf community. The call number of the TTY is (214) 746-3266.

Dr. Geno Vescovi accepted a position on the staff beginning in September. He was appointed as a member of the faculty and to develop a program of counseling with the deaf. Other faculty members during the Fall semester included Ralph Holloway in media, Mrs. Nelda Goode, auditory equipment and materials, and Elizabeth Carlton, sign language.

During the Fall 1972 semester, the first changes in

curriculum were made. Reasons for such changes were found in past experiences in the difficulties of team teaching in certain courses and the need for a sharpening of focus for added student development. The changes, which will be effective in September of 1974, are as follows:

SFD 132: Basic Communication Methods of the Deaf

Basic communication methods used by the deaf are studied with emphasis on interrelationship of all language methods and the concept of total communication. An introduction to sign language is included and intensive study is offered in areas of oral language development, speech reading, speech improvement, reading and writing skills. Strategies for remediation in each area are studied.

SFD 133: Introduction Sign Language for the Deaf

An introduction to communication behavior of the deaf with primary emphasis in this first course on finger spelling and beginning sign language. Laboratory experiences will involve practice in situations where sign language is the method of communication.

SFD 136: Counseling with the Deaf

An examination of the educational, vocational, social and personal developmental and situational problems of deaf youth and adults as they relate to the counseling needs of the deaf in school, rehabilitation and other community and clinical settings.

SFD 232: Advanced Sign Language for the Deaf

A continuation of training in sign language usage. Numerous practicum experiences in vocational training programs, other classrooms, employment situations and community agencies will be included. Emphasis on increased ability in both receptive and expressive areas.

SFD 233: Interpreting for the Deaf

Selection, preparation and training of interpreters for the deaf in different settings; e.g., legal, religious, vocational, medical, rehabilitation, educational, etc.

Spring 1973

Enrollment in the training program for the Spring 1973 semester totaled 221, with 20 new students included in these figures. Courses offered included:

SFD 130 Deafness and Its Implications

SFD 131 Educational Organizations and Procedures

SFD 133 Communication Methods for the Deaf, II (2 classes)

SFD 134 Media, Equipment and Materials

SFD 136 Problems of Deafness

SFD 232 Advanced Communication Methods, I

SFD 233 Advanced Communication Methods, II

SFD 237 Language Development in the Home

SFD 238 Training of the Multiply-Handicapped

SFD 239 Special Applied Practicum

Instructors during this semester, in addition to Mrs. Helton and Dr. Vescovi, were Ralph Holloway in media, Elizabeth Carlton and Nancy Higgs in sign language, Dr. Edwin Hammer in training of the multiply-handicapped, and Mrs. Geraldine Werner in educational practices.

One problem area with the student population has been the hiring by local agencies of students before completion of their training. While it can be argued that this speaks well for the program, it also poses the problem of having partially-trained persons already hired before the first graduates of the Associate degree level have completed the full program. It is hoped that hiring agencies will encourage those present employees pulled from the program to return for further training and will then employ graduates of the program. Certainly it can be assumed that such employment does point up a need for trained personnel and approval of the training program.

The first graduates of the two-year program will be graduated in May. These are students who entered the program with previous college work. Plans for future

employment or further training are now being formulated. Some have elected to enter full-time employment; others will seek part-time employment; some plan to enroll in a four-year program in Rehabilitation Science with a specialization in the deaf at the new School of Allied Health Sciences of the University of Texas Medical School. Plans are being formulated to conduct a thorough follow-up of the students completing or otherwise leaving the program. The first sections of this study will begin next year.

The first Eastfield Workshop on Deafness was held on the campus on February 24, 1973. Theme of the workshop was "Counseling With the Deaf". Participants included Dr. Vescovi, Gary Curtis, Superintendent of the Texas School for the Deaf; Frank Powell, Director of the Dallas County-Wide Day School for the Deaf; Dr. John Butler, Assistant Director of the Dallas County-Wide Program; Mrs. Elizabeth Carlton, Director of Services for Adult Deaf, Dallas; Mrs. Jonnie Duncan, Coordinator of a program for the deaf at Terrell State Hospital; Dr. F. Ben Selman, Psychiatrist and Director of the Dallas County Unit at the Terrell State Hospital; Mrs. Joyce Stricklen, Counselor with the Texas Rehabilitation

Commission; Joe Tinnin, Director of Counseling, Eastfield; and Joel Jessen, Counselor, Eastfield.

Attendance at the Workshop numbered 125. Included were students from Eastfield, Southern Methodist University, and North Texas State University. Workers with the deaf who participated included teachers, counselors, rehabilitation specialists, and church workers from throughout Texas and from Arkansas.

It is hoped that this will be the first of a continuing series of meetings sponsored by Eastfield in important areas of deafness.

CHAPTER V

DEAF STUDENTS AT EASTFIELD

In the early planning stages of the paraprofessional training program, one of the recommendations was to provide continuing practicum experiences. One way to do this that was considered important and which also fulfilled the second recommendation of the Task Force was to encourage the enrollment of deaf students at Eastfield. Originally, this was planned for the Fall of 1973 after the training program had produced a group of students with some degree of knowledge and understanding of deafness. It was anticipated that such a student group could be useful in helping deaf students be more readily assimilated into the college program. However, intense interest from the deaf community developed and was demonstrated when five deaf students enrolled at Eastfield coincidental with the beginning of the full training curriculum in the Spring of 1972. The staff of the training program endeavored to provide services to these students, but it soon became apparent that a full-service commitment to the deaf called for additional personnel

to coordinate those services that had been envisioned for the deaf.

Conferences were held at the District level to find ways of providing a full service program for the deaf. A decision to apply for a grant through the Occupational Education Division of the Texas Education Agency was made and the following application was submitted. It was approved on December 1, 1971.

ABSTRACT

TITLE OF PROPOSED PROJECT:	Special Services for the Handicapped
APPLICANT ORGANIZATION:	Dallas County Junior College District
EXPENDITURES REQUIRED FOR PROPOSED PROJECT:	$14,173
DURATION OF PROJECT:	December 1, 1971 - June 30, 1972

PROBLEM: The deaf, because of their inability to develop language and communication skills at a mornal rate, are significantly handicapped in their utilization of training opportunities. The need for additional services to provide enlargement and enrichment of their training has long been recognized as a vital need, but to date little has been done to provide such services. This project proposal is addressed to meeting these needs.

OBJECTIVES: The Dallas County Junior College District proposes to establish a program of special services for the deaf that will provide a coordinated post-secondary educational opportunity that will effectively meet their needs for vocational training within an integrated environment that will be utilized for the development of vocational and social skills. Definite objectives will be established for the growth of increased self-responsibility and the development of independence as part of a long-range goal of increasing individual employability and community participation.

PROCEDURES: Program objectives will be met through the coordination of the following services as needed by each deaf student: interpreting in the classroom and in counseling situations, note taking in lecture and laboratory environments, tutoring as needed, provision of tape recorders, and a continuing counseling service. Additional services in strengthening and/or inproving individual communication skills will be available as needed on an individual basis. The professional and services staff of the three colleges of DCJCD will be involved in an in-service program designed to improve the quality of services to the deaf. An evaluation program will be implemented to assess results of the coordinated program.

RESULTS TO BE PRODUCED: It is expected that the results of this program will be two-fold: 1) the acquisition of additional knowledge and skills that will increase the vocational potential of the deaf, and 2) the development of social behaviors that will result in maximum utilization of such knowledge and skills and increase the participation of the deaf within society in both vocational and community settings. This will, then, result in a decrease in the isolation of the deaf from the hearing community. It is further expected that evaluation of the services programs will lead to appropriate modification to the end that additional vocational opportunities for the deaf will eventuate and that programs for training and re-training of the adult deaf will be developed.

NEED

The deaf of this nation greatly need training programs beyond the secondary school level that will enable them to overcome their joint disability: under-education and under-employment.

Studies show that the deaf have difficulties achieving employment consonant with their abilities without post-secondary training, and very little post-secondary training exists. To date, there are only two national colleges for the deaf -- Gallaudet College for liberal arts education and National Technical Institute for the Deaf for vocational training. Presently, the only post-secondary educational program for the deaf in Texas is at Lee College in Baytown. The location of Lee College and the size of this state make it obvious that there is a dire need for additional services for the deaf. Some counseling toward post-secondary training is being undertaken by state and private agencies, but little coordination with college campuses exists.

Current studies of the deaf population in Texas add emphasis to the need for post-secondary training programs. There are at least 10,000 deaf people in the state, more than 6,000 in the North Texas area, and more than 1,500

in Dallas County alone. Leaders of the deaf community have reported deficiencies in understanding of behaviors needed for employment status and advancement and lack of communication with the community as basic problems of the deaf. A widely-held view is that many of the social problems of the deaf arise because of limited group experiences related to the "segregation" of the deaf in school and within the community.

Because of the seeming probability of truth in such observations, this program will adhere to integration of the deaf in regular classes. Evaluation instruments will be employed to provide data on the advisability of integrated educational experiences.

Myklebust at least partially summarized the needs of the deaf when he wrote:

> "These studies revealed that deaf persons lack knowledge about vocational opportunities. There seems to be a need for counseling in regard to specific areas of work which may be suitable and rewarding to the hearing-impaired . . . In general, it would be advantageous to both the deaf and hard-of-hearing if technical studies were made of their aptitudes, if guidance were given on the basis of broad findings from differential diagnosis, if the total influences of deafness were considered, and if total potential (of the deaf) were more fully exploited."

The proposed program of the DCJCD has as its primary purpose the organization of a coordinated program that

will enable the deaf to achieve better vocational potential and better employability (development of improved employment status).

DEAF POPULATION TO BE SERVED

Over 100 handicapped students are enrolled in the three colleges of Dallas County Junior College District this fall. Of these, there are five deaf students. We anticipate enrolling at least 10 deaf students this spring. This number is an ideal base from which to build and evaluate a pilot program of assistance to the handicapped.

The commitment of DCJCD to provide a post-secondary educational opportunity to all segments of the community will be extended to the handicapped through this project. It is anticipated that our interests in serving the handicapped will result in increased enrollment of students with all types of handicaps and that services will eventually be extended as needed to other types of handicapped students.

PRIMARY OBJECTIVES

The primary objectives of this program are 1) to provide a coordinated post-secondary educational oppor-

tunity for deaf individuals that will effectively meet their needs for vocational training, and 2) to establish an evaluation program to determine the effectiveness of this type of service.

SPECIFIC OBJECTIVES

1. To provide deaf students with extensive data regarding vocational and technical programs and vocational opportunities available to them.
2. To train counselors in understanding of deafness and the deaf, and to serve as resource and guidance personnel as needed.
3. To provide deaf students with services that will enable them to achieve success in training programs, such as interpreters, mote takers, and tutors.
4. To provide a training program for deaf students that will supplement training programs by adding increased understanding of criteria of employability and job continuance and the need for acquisition of increased group participation skills and self-responsibility.
5. To provide appropriate faculty and staff training

It is anticipated that interpreters will be needed during the first year of the program. Presumably, by the second year, the classrooms of DCJCD can serve as practicum experiences for the trainees in the paraprofessional training programs so that an increase in the number of interpreters to be employed will not be large. Interpreters will be selected through recommendations from the North Texas Society of Interpreters for the Deaf or from the staff of the Paraprofessional Training Program at Eastfield College.

3. Note-takers -- to serve as note-takers in classes where needed. Students showing proficiency in note-taking will be employed and will be given necessary training in the techniques and materials needed for this service, It is estimated that each deaf student will need the services of a note-taker in most classes in which he is enrolled. Thus, it is anticipated that a maximum of 500 hours of note-taking may be required during the first year. Note-takers will be chosen from the student bodies on the campuses on the basis of instructor recommendations and observation at initial class meetings.

on all campuses of DCJCD to give orientation in the special needs of the deaf.

6. To provide orientation on all campuses to the student bodies as a basis for integration of deaf students in class and non-class activities.
7. To set up a program of close liaison between the program for the deaf at DCJCD and area and vocational training and employment offices to 1) continue study of vacational possibilities for the deaf, and 2) to cooperate in vocational counseling and placement.
8. To organize a systematic study of adult deaf in the North Texas area to determine possible needs for and expectations of utilization of a program of continuing education for this population.

METHODOLOGY

A. Services

The services most widely utilized to aid the deaf employ interpreters, note-takers, tutors and counselors. We plan to make all of these services and equipment available to the anticipated ten deaf students enrolled at DCJCD this spring, according to their individual needs.

B. Supporting Services

1. Planning related to the total communication process as found through individual evaluation to be most appropriate to each student.
2. Counseling related to the acquisition of improved social and vocational attitudes and skills.
3. Training in improvement of oral communication skills.
4. Training of professional staff to understand and work with the deaf. In-service training programs, utilizing lectures by professionals who work with the deaf and extensive use of VTR for observation and group discussions, will be scheduled on a regular basis for the college staffs. Manual communication instruction will also be offered.

C. Scheduling

It is anticipated that most deaf students will be enrolled in pre-vocational developmental courses in math, reading and writing to improve language system skills that will enable them to be more successful in post-secondary curriculum offerings. Selected vocational

or technical courses will be added, with the deaf usually not enrolling in more than 12 semester hours per semester. Initial class placement will be advised on the basis of an evaluation of individual records and results of pre-enrollment testing.

The deaf students enrolled in the developmental studies program or regular college classes will attend those at Eastfield College to permit more effective utilization of interpreters and note-takers. However, they will be enrolled in selected vocational/technical programs at whichever campus such courses are offered. Interpreters will be scheduled on the various campuses as needed for courses in other fields.

D. Instructional Programs

Instruction for deaf students in social and group behaviors, employment behaviors, and related areas of personal adjustment will be scheduled at Eastfield College and planned and developed by the counselors. Planning will be based on the needs found in counseling sessions and vocational studies programs, and employers, personnel managers, and the deaf themselves will serve as guest lecturers and consultants. This instruction

will be offered initially as a service on a non-credit basis, and consideration will be given to include families of the deaf in selected sessions.

E. Results to be Produced

1. Establishment of a coordinated program based on an evaluation of individual aptitudes and abilities of deaf students.
2. Exposure of deaf students to experiences in decision making related to choice of vocational goals and training programs.
3. Provision to deaf students of services needed to enable them to achieve success in post-secondary educational programs.
4. Provision to deaf students with opportunities for successful integration in the hearing community.
5. Establishment of a total program that stimulates the deaf toward increased self-responsibility and growing independence.
6. Organization of an in-service training program that will provide faculty and staff with basic orientation to deafness and the deaf.

7. Gained insight into the need for and feasibility of establishing a program of on-going education for the adult deaf.

STAFF

1. Coordinator/Counselor -- to plan and develop the program of services, to supervise personnel, to direct in-service training of faculty and staff on all DCJCD campuses, and to direct evaluation of the program (half-time). He will serve as coordinator of student's evaluation and curriculum planning, to effect liaison with existing vocation and employment counselors, to train campus counselors to serve the deaf effectively, to assist in evaluation and program modification planning, and to enable campus placement officers to understand the needs and problems of the deaf and to work for maximum employment possibilities, utilizing data from ongoing studies of vocational opportunities. This position will be on a part-time basis the first year and must be filled by a person experienced in counseling the deaf.
2. Interpreters -- to serve in classrooms as needed.

4. Tutors -- to give small group and/or individual instruction as needed. It is estimated that tutors will be required a maximum of 200 hours during the first year of the program. Tutors will be selected through recommendations from a faculty advisory committee.

5. Instructors In-Service Training -- individuals from the North Texas region will be involved in in-service training of faculty members who deal with the handicapped student. Emphasis will be placed on the occupational needs and skills of students, as well as career choice decision-making. Special problems will be explored in group and individual settings.

DESCRIPTION OF FACILITIES

The project will take place on the three existing campuses of DCJCD (El Centro College, Mountain View College and Eastfield College) and will be expanded to include Richland College when it opens in the Fall of 1972. Facilities will include adequate classroom and office space in these colleges, whose buildings and equipment are recognized as exceptional. Vital to the program are the Learning Resource Centers of

the colleges whose resources in media usage and training are considered superior to any other educational agency in the area and whose Centers for Independent Study offer a unique opportunity for individualization of learning experiences. Classrooms have facilities to utilize teaching equipment and materials; in addition, facilities are available for recreational activities and for instruction in recreation for the deaf.

EVALUATION

Purpose:

Evaluation will be a continuing effort to assess both the training goals of acquisition of knowledge and skills and the behavioral goals on an individual basis for each student as set jointly by the instructor and student. Evaluation should provide: 1) follow-up data on the effect of the program on the deaf and their vocational opportunities, and 2) a rational basis for program modification and improvement.

Process:

Training and behavioral goals will be established by the student and counselor together. The processes of evaluating whether or not these goals are being met

will involve the project director, counselor, research assistant, students, and any vocational and employment counseling personnel who have involvement with the students.

Variables to be Evaluated:

1. Amount of progress in each course
2. Amount of skill acquisition in each course
3. Effectiveness of instruction
4. Effectiveness of interpreting, note-taking, and tutoring services
5. Rate of development of adequate behaviors determined necessary for effective group participation and vocational success.

After the grant was awarded, a coordinator of services was employed and immediately began to provide improved management of interpreters, note takers, tutors and other needed services for the deaf students. Miss Sidney Pietzsch was hired for this job; she was a graduate of Gallaudet College who had also done graduate work at that institution.

Interpreters were employed from the Dallas community, while note takers and tutors were employed from recom-

mended Eastfield students.

The original five deaf students completed course work in the Spring semester with a good level of success. All re-enrolled in the Summer and/or Fall semesters.

An application was filed for a renewal of the services grant to provide services for the 1972-73 academic year. The application was approved and a grant was authorized from August 15, 1972, through June 30, 1973. A change in the scope of service permitted the inclusion of blind and other visually-handicapped students along with deaf students for needed services, as well as the purchase of additional tape recorders and of Braille writers to establish workrooms for blind students on each campus.

In the Fall 1972 semester, the enrollment of hearing-impaired increased to 18. To accommodate the increase, three full-time interpreters were employed, while over 25 students served as note takers and tutors. No deaf student withdrew during the semester, and academic records were generally acceptable.

In the Spring 1973 semester, during which this report was written,there were 23 hearing-impaired students enrolled at Eastfield. The first definitive study of

this deaf population was carried out in connection with the Office of Demographic Studies, Gallaudet College, and revealed the following information about the deaf student population:

Graduates of resident schools for the deaf:	11
Graduates of public school programs for the deaf:	6
Graduates of correspondence school programs:	1
Graduates of regular classes:	5
Profoundly deaf:	14
Severely hearing-impaired:	6
Moderately hearing-impaired:	3
With previous college credit:	4
With college degrees before enrollment:	4
Age range:	19 to 57 years
From families with deafness:	7
Working part time:	1
Working full time:	5
Male:	17
Female:	6

Evaluation of the services to the deaf program will include collection of data from deaf students on development of learning skills, rates of academic progress, and development of self-reliance as evidenced through behaviors such as decision making, continuation in training, etc. Attention will be paid to time required for achievement of a level of employment acceptability, and to demonstrated ability to maintain successful group relationships. A continuation of the evaluation program will include job records, community and social relationships, and records of emotional and family adjustments.

CHAPTER VI

ROLE OF THE ADVISORY COMMITTEE

Early in the planning stages of the training program, an Advisory Committee was appointed that gave great assistance in the formulation of plans. The members of the Committee were chosen to reflect many diverse areas of work and agency representation; deaf members were considered essential to a well-rounded committee.

Representation on the Committee was selected from many professional and non-professional areas to provide input from as many groups involved with the deaf as possible. Educators, parents, teacher trainers, employers and counselors were considered important to provide overall input to the program staff, while inclusion of deaf members was considered necessary.

Members of the original Advisory Committee were:

ADVISORY COMMITTEE

Curtis Baker
2948 Blystone Lane
Dallas, Texas 75220

Lloyd Bridges
3010 Trent Street
Irving, Texas 75060

Allan F. Bubeck, Jr.
P.O. Box 2880
Dallas, Texas 75221

A. W. Douglas
State School for the Deaf
1102 South Congress
Austin, Texas 78704

Ray Duncan
Collins Radio Company
1200 North Alma Road
Richardson, Texas 75080

Jim George
210 Abrams Road
Richardson, Texas 75080

Dr. Edwin Hammer
Callier Hearing & Speech
Center
1966 Inwood Road
Dallas, Texas 75235

Frank Powell
Callier Hearing & Speech
Center
1966 Inwood Road
Dallas, Texas 75235

Roberty Slaymaker
Texas Employment Commission
8300 Carpenter Freeway
Dallas, Texas 75247

Joyce Stricklen
Texas Rehabilitation
Commission
3515 Swiss Avenue
Dallas, Texas 75204

Frances Threalkeld
Dallas Independent School
District
3700 Ross Avenue
Dallas, Texas 75204

Jean Weida
Southern Methodist University
Dallas, Texas 75222

The availability of individual committee members for consultation in areas of their own expertise was of great help to the planning group; never was help denied from any member. The time, effort and interest of the original

committee has been deeply appreciated by all those involved in the training program.

When the SFD program moved to Eastfield, the original Advisory Committee was brought with it. At the beginning of each Fall semester, new committees are appointed by the President for all-technical-vocational program on the campus. The following individuals are currently serving as the Advisory Committee for the academic year 1972-73:

Allan F. Bubeck, Jr.
P.O. Box 2880
Dallas, Texas 75221

Lloyd Bridges
3010 Trent Street
Irving, Texas 75060

Ray Duncan
1200 North Alma Road
Richardson, Texas 75080

Dr. Edwin Hammer
Callier Hearing & Speech Center
1966 Inwood Road
Dallas, Texas 75235

Frank Powell
Callier Hearing & Speech Center
1966 Inwood Road
Dallas, Texas 75235

Mrs. Joyce Stricklen
4333 North Central Expressway
Dallas, Texas 75205

Clint Prestien
10544 Sandpiper
Dallas, Texas 75230

Dr. Barbara Beggs
Deaf Education
Southern Methodist University
Dallas, Texas 75222

Royal M. Adams
506 Hanover Lane
Irving, Texas 75060

Ralph White
Texas Rehabilitation Commission
1301 West 38th Street
Austin, Texas 78705

Robert Slaymaker
Texas Employment Commission
8300 Carpenter Freeway
Dallas, Texas 75247

A. W. Douglas
Division of Special Education
Development
201 East Eleventh Street
Austin, Texas 78701

This Committee has been of special help in determining curriculum changes as well as giving continuing support to the entire program. It is the belief of the program staff that the utilization of a well-chosen Advisory Committee gives strength through the sharing of varying points of view, and when such sharing is motivated by deep interest in and concern for the program, such work is particularly valuable to continuing development.

One of the most recent major changes in the training program approved by the Advisory Committee was the change in the name of the training program from Services for the Deaf to Training Paraprofessionals for the Deaf. Beginning in the Fall of 1973, this will be the official program title, and catalogue numbers will carry the preface TPD rather than SFD as is now in current usage.

The staff of the SFD program wishes to express its appreciation of its Advisory Committee in this report. It is considered one of the important strengths of the program.

CHAPTER VII

PROGRAM EVALUATION

An evaluation plan to assess effectiveness of the program was outlined prior to program initiation. This plan included assessment of separate components of the program throughout each semester and at the end of each semester. Included were plans for evaluation of the complete training program during the third year of the project that will involve an assessment of the work carried out by program trainees in their various employment situations and/or advanced training programs.

Other decisions were:

Evaluation techniques will include, as appropriate, (1) preparation and administration of tests to determine effectiveness of instruction in cognitive development, (2) setting of behavioral goals with appropriate strategies for reaching those goals and criteria for measuring success in meeting those goals, and (3) instruments designed to evaluate levels of benefit experienced by the deaf from the work of the trainees.

In developing these evaluation plans, it was expected

that the entire program would be examined in terms of specified value standards for the purpose of making adaptive decisions. Since this program is the first of its kind in the nation, it was anticipated that program modification should be expected. The evaluation plan was formulated with the intention of making such modifications on the basis of appropriate and directly pertinent data.

Although it was recognized that evaluation programs, no matter how skillfully planned and carried out, cannot guarantee that the correct adaptive decisions will be made, such programs do give reasons for the making of such decisions. Evaluation programs were planned to:

1. Determine if vocational training for the deaf will be significantly strengthened through the utilization of personnel trained at a paraprofessional level. This determination could be used in consideration of strengthening vocational programs in other handicapping areas.

2. Determine if a special education program can be significantly strengthened through use of individuals trained at the paraprofessional level of competencies. This determination could serve in deciding if such training would be useful in other special education programs.
3. Determine if paraprofessionals can recieve appropriate and adequate training to prepare them to function adequately in a number of service areas.
4. Serve as a possible model for other programs of similar nature through continuing evaluation of the program as well as research on results of such programs.
5. To explore results of establishing a total education program that extends beyond the classroom and to determine if such planning and implementation meet important needs of deaf students that were previously not met.
6. To provide long-range follow-up data on students involved as consumers of services provided by the paraprofessionals to serve

as an index of program effectiveness.

7. To help in determination of whether the handicap of deafness actually can be compensated for by a program of enriched training, and if so, to what predictable degree.
8. To develop a program of determining skills priorities for those individuals electing to be involved with the deaf that will lead to re-evaluations of programs in deaf education.

It was further planned that longitudinal research on the program would be directed toward determination of the results of the intervention of paraprofessionals in the following areas: development of communication skills by deaf students, levels of academic achievement by deaf students, development of social skills and positive self-concepts by deaf students, and success of integration of the paraprofessional as a member of the educational "community".

Research in the areas of communication skills and academic achievement reached by the deaf with whom trainees work would be carried out through the use of

standardized tests, studies of reports of teachers, studies of reports of parents, and self-evaluation by the students themselves when possible. It was anticipated that numerous instruments of evaluations will be developed for use as needed.

Research in the area of social skills and positive self-concept formation among the deaf will utilize interviews, ratings from groups, teachers, and family, and possible check lists devised to measure quantitatively the interacting behaviors of individuals.

Evaluation of the success achieved in integration of trainees into educational "communities" would be carried out through interviews utilizing questionnaires prepared by staff and research consultants. Interviews will be held with educational personnel with whom the paraprofessional works and with the paraprofessional as well. It is anticipated that such research will be of great importance in modification of the training program areas dealing with the role of the paraprofessional and group dynamics.

CHAPTER VIII

FUTURE DIRECTIONS

This report closes with the completion of the grant phase of the project. The training program has now become a part of the college curriculum included in the Division of Developmental Studies. It is included among the technical/vocational programs of the college.

The intent of the college staff is to continue reports on the two programs for the deaf, both to report continuing development of a new program and to attempt to have rationale for possible program modification.

It is the intent of the Dallas County Community College District that this program be reported with emphasis on the cooperation between two separate educational agencies seeking to find new ways to improve training for the deaf - the Division of Occupational Research and Development of the Texas Education Agency and the Dallas County Community College District. It is also hoped that reporting the planning and imple-

mentation of this innovative program may serve as a stimulus to the development of other new programs to provide increased services to other handicapped. If these reports provide guidelines to these processes, its purposes will indeed have been accomplished.

If this paraprofessional training program can achieve the two purposes just stated - and if it can provide well-trained and helpful individuals who serve the needs of the deaf well - the goals of many concerned people throughout the nation will have been met.

APPENDIX A

EASTFIELD COLLEGE

ADMINISTRATIVE AND STAFF CONTRIBUTORS TO TRAINING PROGRAM

Dr. Byron McClenney	President
Dr. Arthur Southerland	Dean of Instruction
Mrs. Virginia Dobbs	Associate Dean - Technical - Occupational Programs
Joe Tinnin	Director of Counseling
Dr. Norbert Dettman	Dean of Students
Bill Tucker	Assistant Dean, Instructional Development and Director of Learning Resources
Jackie Moe	Director of Student Activities
Charlene King	Chairman, Division of Developmental Studies

APPENDIX B

BIBLIOGRAPHY

1. Bowman, G. N. and Klopf, G. J., New Careers and Roles in the American School. New York, Bank Street College of Education, 1969.

2. Connor, Leo, "Recent Trends in Education of the Deaf", Deafness in Childhood, ed. by McConnel & P. H. Ward. Nashville, Tenn., Vanderbilt Press, 1967.

3. Diedrich, N.M., "Use of Video Tape in Teaching Clinical Skills", The Volta Review, Vol. 68, No. 9, Nov., 1966.

4. Education of the Deaf, The Challenge and the Charge, a report on The National Conference on Education of the Deaf, Colorado Springs Colorado, 1967.

5. Feldman, Marvin J., "The Community Role in Cooperative Vocational Education", in The National Conference on Cooperative Vocational Education, published by The University of Minnesota, Minneapolis, Minn., 1969.

6. Gartner, Alan and Johnson, Harriet, An Examination of College Programs for Paraprofessionals, published by New Careers Development Center, New York University, New York, New York.

7. Henderson, S. C., and Francis, D. H., eds., The Meaning of Deafness, reprinted from the American Annals of the Deaf, Vol. 107, No. 6, 1962.

8. Klausmeier, Herbert J., and Goodwin, William, Learning and Human Abilities. New York, Harper & Row, Publishers, 1966.

9. Kohl, H. R., Language and Education of the Deaf. New York, New York, Center for Urban Education, 1967.

10. Kopp, H.G., ed., Accent on Unity, Horizons on Deafness, published by the Council of Organizations Serving the Deaf, Washington, D. C., 1968.

11. Kronenberg, H.H. & Blake, G.D., Young Deaf Adults An Occupational Survey, published by the Arkansas Rehabilitation Service, 1965.

12. Legislative Document: The Minority Group Needs of the Deaf, a follow-up report to the Governor and the Legislature of New York State, prepared by the Temporary State Commission to Study and Investigate the Problems of the Deaf. Albany, New York 1969.

13. Lloyd, Glen T., ed., International Research Seminar on the Vocational Rehabilitation of Deaf Persons, published by the Social and Rehabilitation Service, Dept. HEW, Washington, C.C., 1968.

14. Mazer, Robert Fl, Developing Attitude Toward Learning, Palo Alto, California, Fearon Publishers, 1968.

15. Moncur, J.P., ed., Seminar on the Use of Supportive Personnel in Speech Pathology and Audiology, published by American Speech and Hearing Association, 1967.

16. Office of Demographic Studies, Academic Achievement Test Performance of Hearing Impaired Students, Gallaudet College, Washington, D.C. 1969.

17. Olson, Jerry C., "Curriculum Implications for an Educational System That Meets the Needs of Disadvantaged Students", paper presented at the National Workshop on Vocational Education for the Disadvantaged, Atlantic City, N. J., 1969.

18. Ott, Joseph T., ed., National Conference for Coordinating Rehabilitation and Education Services for the Deaf, New Mexico State University, Las Cruces, N. Mexico, 1967.

19. Phillips, A.M., "Programs to Meet Special Needs: Alternatives to the Associate Degree", in Occupations and Education in the 70's: Promises and Challenges, published by the American Association of Junior Colleges, Washington, D.C., 1970.

20. Switzer, M.E. & Williams, B.R., "Life Problems of Deaf People", Archives of Environmental Health, Vol. 15, August, 1967.

21. U.S. Department of HEW, Education of the Deaf, A report to the Secretary of HEW by his Advisory Committee on the Education of the Deaf, 1965.